
NSSE 2022
Engagement Indicators
Texas Christian University

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

Theme	Engagement Indicator
Academic Challenge	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
Learning with Peers	Collaborative Learning
	Discussions with Diverse Others
Experiences with Faculty	Student-Faculty Interaction
	Effective Teaching Practices
Campus Environment	Quality of Interactions
	Supportive Environment

Report Sections

Overview (p. 3)	Displays how average EI scores for your students compare with those of students at your comparison group institutions.
Theme Reports (pp. 4-13)	Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores: - Mean Comparisons Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below). - Score Distributions Box-and-whisker charts show the variation in scores <i>within</i> your institution and comparison groups. - Performance on Indicator Items Responses to each item in a given EI are summarized for your institution and comparison groups.
Comparisons with High-Performing Institutions (p. 15)	Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2021 and 2022 participating institutions.
Detailed Statistics (pp. 16-19)	Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. Your NSSE Tableau dashboards and Report Builder (released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups. Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Southwest Private	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2021 & 2022
Academic Challenge	Higher-Order Learning	--	△	△
	Reflective & Integrative Learning	--	△	△
	Learning Strategies	△	▲	▲
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▲	▲	▲
	Discussions with Diverse Others	△	▲	△
Experiences with Faculty	Student-Faculty Interaction	△	▲	△
	Effective Teaching Practices	--	▲	△
Campus Environment	Quality of Interactions	--	△	--
	Supportive Environment	--	▲	▲

Seniors

Theme	Engagement Indicator	Your seniors compared with Southwest Private	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2021 & 2022
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	▲	▲
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▲	△	▲
	Discussions with Diverse Others	--	△	△
Experiences with Faculty	Student-Faculty Interaction	▲	▲	▲
	Effective Teaching Practices	--	△	△
Campus Environment	Quality of Interactions	--	△	--
	Supportive Environment	▲	▲	▲

NSSE 2022 Engagement Indicators

Academic Challenge

Texas Christian University

Academic Challenge: First-year students

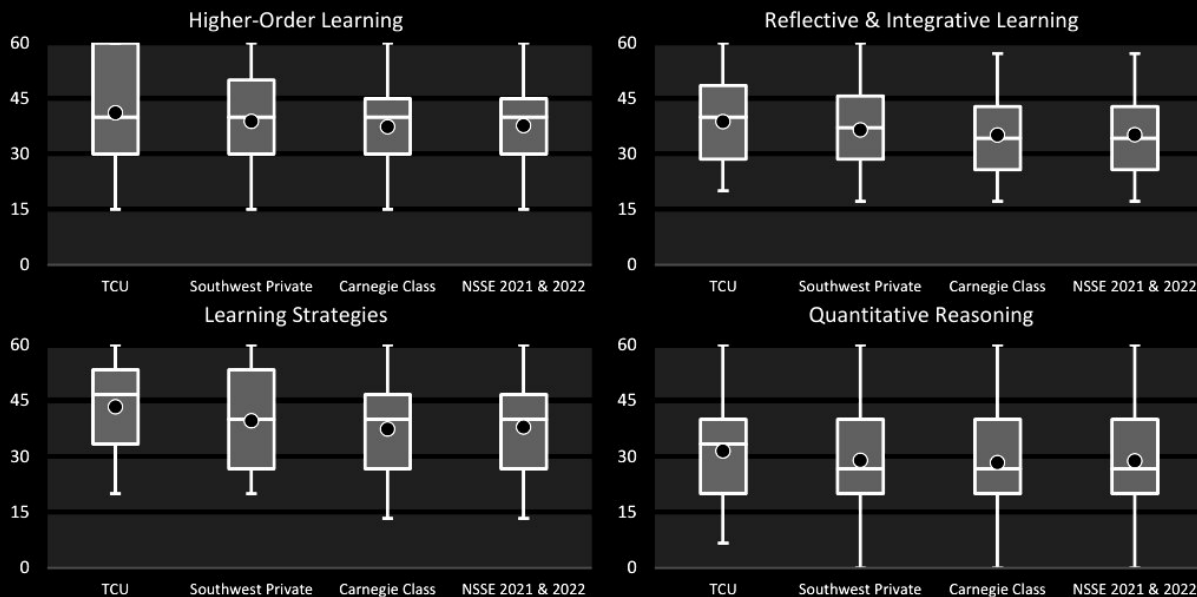
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	TCU Mean	Your first-year students compared with					
		Southwest Private Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2021 & 2022 Mean	Effect size
Higher-Order Learning	41.2	38.9	.16	37.4 *	.28	37.8 *	.26
Reflective & Integrative Learning	38.8	36.5	.17	35.2 **	.30	35.3 **	.29
Learning Strategies	43.4	39.5 *	.26	37.4 ***	.43	37.9 ***	.39
Quantitative Reasoning	31.5	28.9	.15	28.3	.21	28.7	.18

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your FY students and		
	TCU	Southwest Private	Carnegie Class	NSSE 2021 & 2022
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	72	+4	+4	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	+5	+6	+5
4d. Evaluating a point of view, decision, or information source	74	+0	+5	+5
4e. Forming a new idea or understanding from various pieces of information	70	-3	+0	+0
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	60	+8	+10	+10
2b. Connected your learning to societal problems or issues	61	+8	+10	+9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61	+4	+8	+8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	-3	+2	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	80	+5	+9	+9
2f. Learned something that changed the way you understand an issue or concept	68	-0	+3	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	81	+4	+5	+5
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	79	+4	+8	+6
9b. Reviewed your notes after class	75	+6	+11	+10
9c. Summarized what you learned in class or from course materials	78	+11	+15	+13
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	+1	+2	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	53	+10	+12	+11
6c. Evaluated what others have concluded from numerical information	46	+4	+6	+5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

NSSE 2022 Engagement Indicators

Academic Challenge

Texas Christian University

Academic Challenge: Seniors

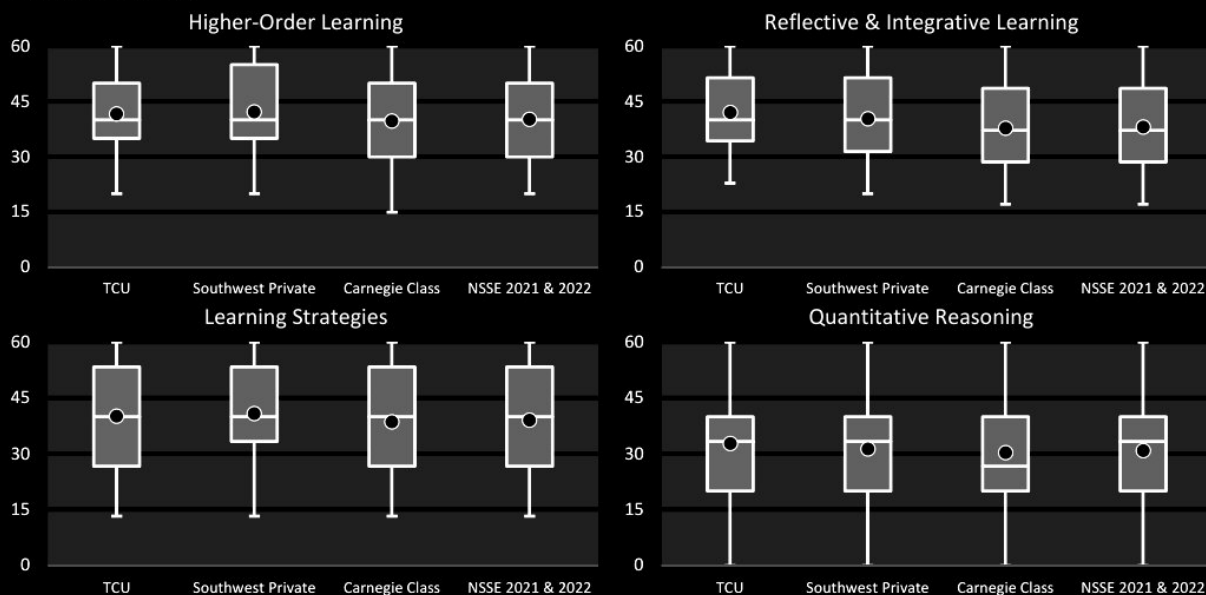
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Mean Comparisons

Engagement Indicator	TCU Mean	Your seniors compared with					
		Southwest Private Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2021 & 2022 Mean	Effect size
Higher-Order Learning	41.7	42.2	-.04	39.8	.14	40.2	.11
Reflective & Integrative Learning	42.0	40.4	.13	37.8 ***	.32	38.1 ***	.30
Learning Strategies	40.1	40.8	-.05	38.5	.10	39.0	.07
Quantitative Reasoning	32.8	31.3	.08	30.3	.15	30.8	.11

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your seniors and		
	TCU	Southwest Private	Carnegie Class	NSSE 2021 & 2022
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	80	+2	+5	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+2	+5	+4
4d. Evaluating a point of view, decision, or information source	75	-3	+4	+3
4e. Forming a new idea or understanding from various pieces of information	76	-3	+4	+3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	74	+9	+8	+8
2b. Connected your learning to societal problems or issues	72	+5	+13	+11
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	70	+5	+17	+15
2d. Examined the strengths and weaknesses of your own views on a topic or issue	77	+3	+11	+11
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	81	+3	+9	+9
2f. Learned something that changed the way you understand an issue or concept	76	+2	+6	+6
2g. Connected ideas from your courses to your prior experiences and knowledge	92	+5	+10	+9
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	84	+3	+9	+8
9b. Reviewed your notes after class	61	-5	-3	-3
9c. Summarized what you learned in class or from course materials	71	+0	+6	+5
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	63	+7	+8	+7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	53	+3	+7	+5
6c. Evaluated what others have concluded from numerical information	54	+7	+8	+7

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Learning with Peers: First-year students

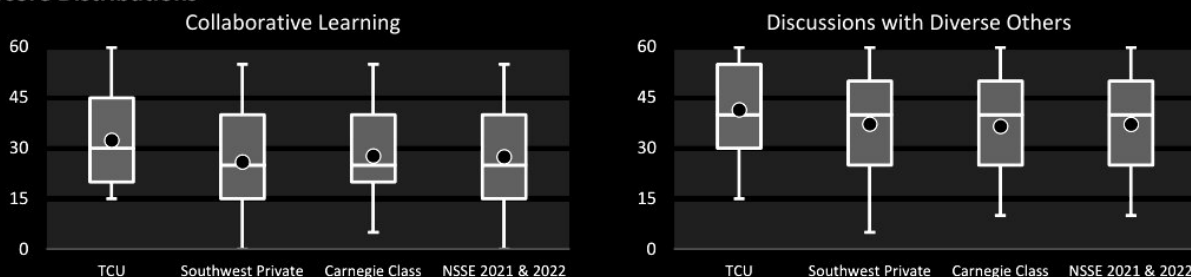
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	TCU Mean	Your first-year students compared with					
		Southwest Private Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2021 & 2022 Mean	Effect size
Collaborative Learning	32.4	25.9 ***	.40	27.7 ***	.32	27.4 ***	.33
Discussions with Diverse Others	41.4	37.2 *	.25	36.5 **	.31	37.1 *	.26

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding: *p < .05, **p < .01, ***p < .001 (2-tailed).

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		Percentage point difference ^a between your FY students and			
	TCU	Southwest Private	Carnegie Class	NSSE 2021 & 2022	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1b. Asked another student to help you understand course material	47	+9	+5	+6	
1c. Explained course material to one or more students	48	+6	+4	+4	
1d. Prepared for exams by discussing or working through course material with other students	47	+12	+11	+10	
1e. Worked with other students on course projects or assignments	56	+13	+12	+11	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of a race or ethnicity other than your own	76	+9	+12	+10	
8b. People from an economic background other than your own	71	+4	+6	+4	
8c. People with religious beliefs other than your own	66	+7	+7	+5	
8d. People with political views other than your own	75	+15	+17	+16	

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Learning with Peers: Seniors

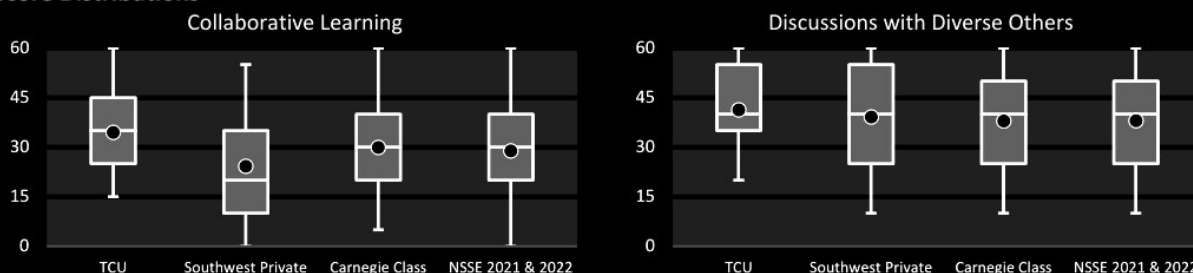
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Mean Comparisons

Engagement Indicator	TCU Mean	Your seniors compared with					
		Southwest Private Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2021 & 2022 Mean	Effect size
Collaborative Learning	34.5	24.3 ***	.65	29.9 ***	.29	29.0 ***	.34
Discussions with Diverse Others	41.4	39.2	.13	38.0 **	.21	38.1 *	.20

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding: *p < .05, **p < .01, ***p < .001 (2-tailed).

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		Percentage point difference ^a between your seniors and			
	TCU	Southwest Private	Carnegie Class	NSSE 2021 & 2022	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1b. Asked another student to help you understand course material	48	+21	+7	+9	
1c. Explained course material to one or more students	59	+24	+9	+11	
1d. Prepared for exams by discussing or working through course material with other students	47	+20	+8	+9	
1e. Worked with other students on course projects or assignments	67	+16	+8	+11	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of a race or ethnicity other than your own	71	-1	+4	+3	
8b. People from an economic background other than your own	78	+7	+10	+10	
8c. People with religious beliefs other than your own	65	+3	+2	+2	
8d. People with political views other than your own	78	+14	+17	+18	

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Experiences with Faculty: First-year students

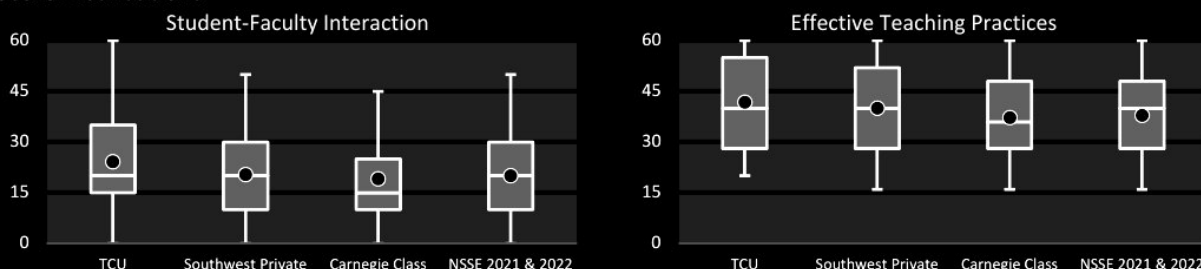
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	TCU Mean	Your first-year students compared with					
		Southwest Private Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2021 & 2022 Mean	Effect size
Student-Faculty Interaction	24.1	20.4 *	.25	19.0 ***	.35	20.0 **	.28
Effective Teaching Practices	41.8	40.0	.12	37.2 ***	.34	37.9 **	.28

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		Percentage point difference ^a between your FY students and		
	TCU	Southwest Private	Carnegie Class	NSSE 2021 & 2022
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	45	+9	+13	+11
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	+6	+8	+6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	+12	+14	+12
3d. Discussed your academic performance with a faculty member	35	+5	+8	+6
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	73	-4	-1	-2
5b. Taught course sessions in an organized way	79	+7	+9	+7
5c. Used examples or illustrations to explain difficult points	86	+13	+16	+14
5d. Provided feedback on a draft or work in progress	67	-2	+6	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	62	-4	+6	+3

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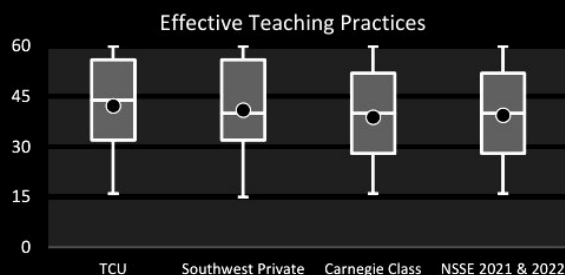
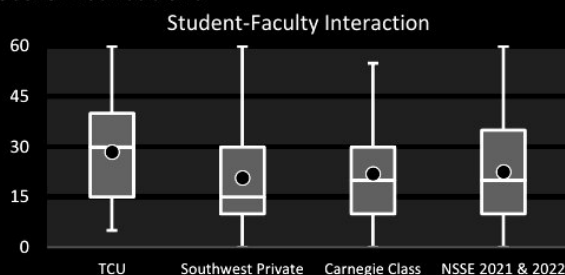
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Effective Teaching Practices	42.2	40.9	.09	38.8 **	.23	39.4 *	.19

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Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	59	+22	+21	+19
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	38	+17	+14	+13
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	+15	+12	+10
3d. Discussed your academic performance with a faculty member	42	+10	+12	+10
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	82	+1	+4	+4
5b. Taught course sessions in an organized way	83	+4	+9	+8
5c. Used examples or illustrations to explain difficult points	84	+13	+10	+9
5d. Provided feedback on a draft or work in progress	68	+0	+7	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	70	+1	+9	+7

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: First-year students

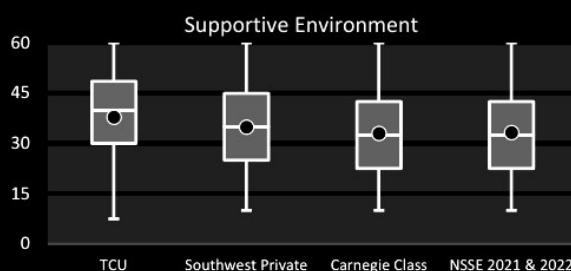
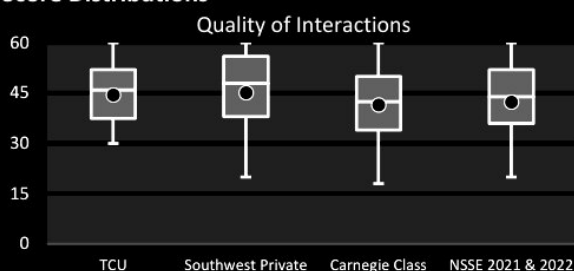
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	TCU Mean	Your first-year students compared with					
		Southwest Private Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2021 & 2022 Mean	Effect size
Quality of Interactions	44.6	45.2	-.05	41.5 *	.24	42.4	.17
Supportive Environment	37.9	34.9	.20	33.0 **	.35	33.3 **	.33

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding: *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	TCU	Percentage point difference ^a between your FY students and			
		Southwest Private	Carnegie Class	NSSE 2021 & 2022	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%				
13a. Students	51	-7	+3	+2	
13b. Academic advisors	52	-8	+1	-2	
13c. Faculty	56	-4	+8	+5	
13d. Student services staff (career services, student activities, housing, etc.)	52	-5	+7	+5	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	61	+3	+17	+15	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	77	+5	+8	+7	
14c. Using learning support services (tutoring services, writing center, etc.)	79	+6	+9	+8	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	+2	+5	+5	
14e. Providing opportunities to be involved socially	77	+9	+14	+14	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	+9	+11	+11	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	45	+2	+8	+8	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	77	+17	+22	+21	
14i. Attending events that address important social, economic, or political issues	50	+8	+7	+7	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: Seniors

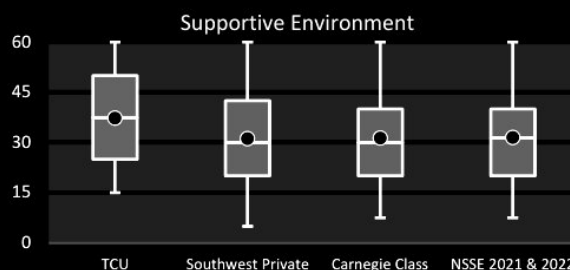
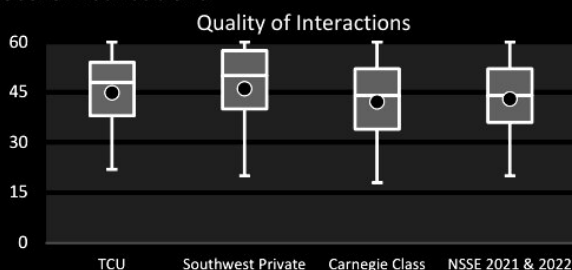
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	TCU Mean	Your seniors compared with					
		Southwest Private Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2021 & 2022 Mean	Effect size
Quality of Interactions	44.9	46.2	-.10	42.2 *	.22	43.0	.15
Supportive Environment	37.4	31.3 ***	.39	31.4 ***	.41	31.5 ***	.40

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding: *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your seniors and			
		Southwest Private	Carnegie Class	NSSE 2021 & 2022	
Quality of Interactions	TCU				
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%				
13a. Students	63	-1	+6	+5	
13b. Academic advisors	52	-12	+1	-3	
13c. Faculty	66	+0	+11	+9	
13d. Student services staff (career services, student activities, housing, etc.)	58	+1	+14	+12	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	55	-3	+10	+8	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	76	+6	+9	+8	
14c. Using learning support services (tutoring services, writing center, etc.)	65	-1	+1	+1	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	-1	-0	-1	
14e. Providing opportunities to be involved socially	78	+19	+17	+17	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	+18	+14	+15	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	+5	+11	+10	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	84	+38	+34	+33	
14i. Attending events that address important social, economic, or political issues	51	+17	+11	+11	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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NSSE 2022 Engagement Indicators

Comparisons with High-Performing Institutions

Texas Christian University

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2021 and 2022 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Theme	Engagement Indicator	TCU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.2	39.2	.15	✓	42.1	-.07	✓
	Reflective and Integrative Learning	38.8	36.9	.16	✓	39.2	-.04	✓
	Learning Strategies	43.4	39.5 *	.27	✓	42.9	.03	✓
	Quantitative Reasoning	31.5	30.2	.09	✓	33.3	-.12	
Learning with Peers	Collaborative Learning	32.4	31.8	.04	✓	35.4 *	-.23	
	Discussions with Diverse Others	41.4	39.8	.10	✓	42.6	-.08	✓
Experiences with Faculty	Student-Faculty Interaction	24.1	24.3	-.01	✓	27.8 *	-.24	
	Effective Teaching Practices	41.8	40.3	.11	✓	43.4	-.12	
Campus Environment	Quality of Interactions	44.6	45.1	-.05	✓	48.2 *	-.29	
	Supportive Environment	37.9	35.9	.14	✓	39.2	-.10	✓

Seniors

Theme	Engagement Indicator	TCU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.7	41.9	-.02	✓	44.2 *	-.20	
	Reflective and Integrative Learning	42.0	40.3	.14	✓	42.8	-.06	✓
	Learning Strategies	40.1	41.1	-.07	✓	43.4 **	-.24	
	Quantitative Reasoning	32.8	32.4	.02	✓	35.3	-.16	
Learning with Peers	Collaborative Learning	34.5	34.0	.04	✓	37.9 **	-.24	
	Discussions with Diverse Others	41.4	40.4	.06	✓	43.2	-.12	
Experiences with Faculty	Student-Faculty Interaction	28.4	28.8	-.02	✓	33.2 ***	-.30	
	Effective Teaching Practices	42.2	41.9	.02	✓	44.5	-.17	
Campus Environment	Quality of Interactions	44.9	45.6	-.06	✓	48.0 **	-.24	
	Supportive Environment	37.4	34.2 *	.21	✓	37.4	.00	✓

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by the pooled standard deviation; *p < .05, **p < .01, ***p < .001 (2-tailed).

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2021 and 2022 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either positive or non-significant with an effect size > .10.

NSSE 2022 Engagement Indicators

Detailed Statistics^a

Texas Christian University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
TCU (N = 103)	41.2	15.1	1.48	15	30	40	60	60				
Southwest Private	38.9	14.3	.39	15	30	40	50	60	1,437	2.3	.110	.163
Carnegie Class	37.4	13.4	.15	15	30	40	45	60	104	3.8	.012	.283
NSSE 2021 & 2022	37.8	13.5	.07	15	30	40	45	60	102	3.5	.021	.256
Top 50%	39.2	13.3	.09	20	30	40	50	60	103	2.0	.185	.149
Top 10%	42.1	12.9	.28	20	35	40	55	60	109	-.9	.565	-.067
Reflective & Integrative Learning												
TCU (N = 114)	38.8	13.2	1.24	20	29	40	49	60				
Southwest Private	36.5	12.9	.34	17	29	37	46	60	1,566	2.2	.074	.174
Carnegie Class	35.2	12.1	.13	17	26	34	43	57	9,122	3.6	.002	.298
NSSE 2021 & 2022	35.3	12.3	.06	17	26	34	43	57	43,479	3.5	.002	.288
Top 50%	36.9	12.1	.08	17	29	37	46	60	20,592	1.9	.095	.157
Top 10%	39.2	11.8	.23	20	31	40	49	60	2,801	-.4	.692	-.038
Learning Strategies												
TCU (N = 87)	43.4	14.2	1.52	20	33	47	53	60				
Southwest Private	39.5	14.8	.42	20	27	40	53	60	1,321	3.8	.020	.259
Carnegie Class	37.4	13.9	.16	13	27	40	47	60	7,857	6.0	.000	.430
NSSE 2021 & 2022	37.9	14.0	.07	13	27	40	47	60	37,188	5.5	.000	.389
Top 50%	39.5	14.1	.10	20	27	40	53	60	18,728	3.8	.011	.273
Top 10%	42.9	14.4	.25	20	33	40	60	60	3,415	.4	.775	.031
Quantitative Reasoning												
TCU (N = 90)	31.5	15.9	1.67	7	20	33	40	60				
Southwest Private	28.9	16.6	.47	0	20	27	40	60	1,346	2.6	.157	.154
Carnegie Class	28.3	15.4	.17	0	20	27	40	60	7,949	3.2	.053	.205
NSSE 2021 & 2022	28.7	15.5	.08	0	20	27	40	60	37,718	2.8	.092	.178
Top 50%	30.2	15.3	.10	7	20	27	40	60	21,643	1.3	.415	.086
Top 10%	33.3	15.5	.30	7	20	33	40	60	2,796	-1.9	.265	-.119
Learning with Peers												
Collaborative Learning												
TCU (N = 134)	32.4	14.8	1.28	15	20	30	45	60				
Southwest Private	25.9	16.3	.42	0	15	25	40	55	1,667	6.5	.000	.399
Carnegie Class	27.7	14.5	.15	5	20	25	40	55	9,845	4.6	.000	.320
NSSE 2021 & 2022	27.4	15.0	.07	0	15	25	40	55	47,023	4.9	.000	.327
Top 50%	31.8	13.8	.10	10	20	30	40	60	19,038	.5	.662	.038
Top 10%	35.4	13.5	.23	15	25	35	45	60	142	-3.1	.019	-.227
Discussions with Diverse Others												
TCU (N = 88)	41.4	15.2	1.62	15	30	40	55	60				
Southwest Private	37.2	16.8	.48	5	25	40	50	60	1,324	4.2	.023	.251
Carnegie Class	36.5	16.0	.18	10	25	40	50	60	7,900	4.9	.004	.307
NSSE 2021 & 2022	37.1	16.1	.08	10	25	40	50	60	37,425	4.3	.013	.265
Top 50%	39.8	15.1	.12	15	30	40	55	60	17,266	1.6	.326	.105
Top 10%	42.6	14.2	.30	20	35	40	55	60	2,324	-1.2	.450	-.082

NSSE 2022 Engagement Indicators

Detailed Statistics^a

Texas Christian University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
TCU (N = 104)	24.1	15.5	1.52	0	15	20	35	60				
Southwest Private	20.4	15.1	.41	0	10	20	30	50	1,494	3.8	.015	.249
Carnegie Class	19.0	14.5	.16	0	10	15	25	45	8,728	5.1	.000	.351
NSSE 2021 & 2022	20.0	14.8	.07	0	10	20	30	50	41,546	4.1	.004	.280
Top 50%	24.3	15.1	.15	5	15	20	35	55	10,440	-.2	.883	-.014
Top 10%	27.8	15.3	.36	5	15	25	40	60	1,872	-3.7	.017	-.241
Effective Teaching Practices												
TCU (N = 103)	41.8	13.7	1.35	20	28	40	55	60				
Southwest Private	40.0	14.8	.40	16	28	40	52	60	1,434	1.8	.237	.121
Carnegie Class	37.2	13.6	.15	16	28	36	48	60	8,387	4.6	.001	.340
NSSE 2021 & 2022	37.9	13.7	.07	16	28	40	48	60	39,894	3.9	.004	.284
Top 50%	40.3	13.8	.12	16	32	40	52	60	14,346	1.5	.278	.107
Top 10%	43.4	13.7	.30	20	36	44	56	60	2,246	-1.6	.246	-.117
Campus Environment												
Quality of Interactions												
TCU (N = 79)	44.6	10.8	1.21	30	38	46	52	60				
Southwest Private	45.2	12.9	.38	20	38	48	56	60	1,205	-.6	.667	-.050
Carnegie Class	41.5	12.6	.15	18	34	43	50	60	7,135	3.0	.032	.242
NSSE 2021 & 2022	42.4	12.4	.07	20	36	44	52	60	33,810	2.1	.125	.172
Top 50%	45.1	11.9	.11	22	38	48	54	60	11,486	-.6	.669	-.048
Top 10%	48.2	12.5	.27	23	42	50	60	60	2,286	-3.6	.010	-.293
Supportive Environment												
TCU (N = 78)	37.9	14.7	1.66	8	30	40	49	60				
Southwest Private	34.9	14.8	.43	10	25	35	45	60	1,256	3.0	.080	.204
Carnegie Class	33.0	14.1	.16	10	23	33	43	60	7,631	4.9	.002	.346
NSSE 2021 & 2022	33.3	14.0	.07	10	23	33	43	60	36,056	4.6	.004	.328
Top 50%	35.9	13.6	.12	13	26	38	45	60	13,036	2.0	.202	.145
Top 10%	39.2	13.2	.35	18	30	40	50	60	1,467	-1.3	.408	-.096

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean $\pm$ 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

NSSE 2022 Engagement Indicators

Detailed Statistics^a

Texas Christian University

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
TCU (N = 145)	41.7	13.1	1.09	20	35	40	50	60				
Southwest Private	42.2	14.2	.32	20	35	40	55	60	2,064	-.5	.683	-.035
Carnegie Class	39.8	14.1	.13	15	30	40	50	60	11,361	1.9	.102	.137
NSSE 2021 & 2022	40.2	14.0	.06	20	30	40	50	60	54,445	1.5	.206	.105
Top 50%	41.9	13.7	.09	20	35	40	55	60	21,562	-.2	.849	-.016
Top 10%	44.2	13.1	.29	20	35	45	60	60	2,130	-2.6	.023	-.195
Reflective & Integrative Learning												
TCU (N = 164)	42.0	11.3	.88	23	34	40	51	60				
Southwest Private	40.4	12.6	.28	20	31	40	51	60	2,204	1.7	.103	.132
Carnegie Class	37.8	13.1	.12	17	29	37	49	60	170	4.2	.000	.323
NSSE 2021 & 2022	38.1	13.0	.05	17	29	37	49	60	165	3.9	.000	.302
Top 50%	40.3	12.5	.09	20	31	40	50	60	19,568	1.8	.067	.143
Top 10%	42.8	11.8	.29	23	34	43	53	60	1,860	-.8	.429	-.065
Learning Strategies												
TCU (N = 129)	40.1	15.2	1.33	13	27	40	53	60				
Southwest Private	40.8	15.2	.36	13	33	40	53	60	1,934	-.7	.605	-.047
Carnegie Class	38.5	14.7	.14	13	27	40	53	60	10,729	1.5	.248	.102
NSSE 2021 & 2022	39.0	14.8	.07	13	27	40	53	60	51,342	1.1	.418	.071
Top 50%	41.1	14.6	.10	20	33	40	53	60	23,504	-1.0	.421	-.071
Top 10%	43.4	14.2	.22	20	33	40	60	60	4,093	-3.4	.008	-.238
Quantitative Reasoning												
TCU (N = 133)	32.8	16.7	1.45	0	20	33	40	60				
Southwest Private	31.3	17.4	.41	0	20	33	40	60	1,963	1.5	.346	.085
Carnegie Class	30.3	16.5	.16	0	20	27	40	60	10,856	2.4	.090	.148
NSSE 2021 & 2022	30.8	16.6	.07	0	20	33	40	60	51,980	1.9	.186	.115
Top 50%	32.4	16.5	.10	7	20	33	40	60	26,240	.3	.829	.019
Top 10%	35.3	16.0	.29	7	20	33	47	60	3,185	-2.6	.069	-.161
Learning with Peers												
Collaborative Learning												
TCU (N = 182)	34.5	14.3	1.06	15	25	35	45	60				
Southwest Private	24.3	15.9	.35	0	10	20	35	55	222	10.3	.000	.648
Carnegie Class	29.9	15.7	.14	5	20	30	40	60	12,687	4.6	.000	.291
NSSE 2021 & 2022	29.0	16.2	.07	0	20	30	40	60	182	5.6	.000	.342
Top 50%	34.0	14.6	.10	10	25	35	45	60	20,620	.5	.637	.035
Top 10%	37.9	13.7	.27	15	30	40	50	60	2,833	-3.3	.002	-.243
Discussions with Diverse Others												
TCU (N = 132)	41.4	14.6	1.27	20	35	40	55	60				
Southwest Private	39.2	16.7	.39	10	25	40	55	60	158	2.2	.105	.131
Carnegie Class	38.0	16.5	.16	10	25	40	50	60	136	3.4	.009	.205
NSSE 2021 & 2022	38.1	16.5	.07	10	25	40	50	60	132	3.3	.011	.200
Top 50%	40.4	15.9	.10	15	30	40	55	60	23,530	1.0	.476	.062
Top 10%	43.2	15.1	.31	20	35	45	60	60	2,468	-1.9	.168	-.123

NSSE 2022 Engagement Indicators

Detailed Statistics^a

Texas Christian University

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
TCU (N = 156)	28.4	15.9	1.27	5	15	30	40	60				
Southwest Private	20.7	16.6	.37	0	10	15	30	60	2,132	7.7	.000	.466
Carnegie Class	21.8	16.2	.15	0	10	20	30	55	11,665	6.6	.000	.405
NSSE 2021 & 2022	22.4	16.3	.07	0	10	20	35	60	56,060	5.9	.000	.364
Top 50%	28.8	16.2	.16	5	15	25	40	60	10,193	-.4	.765	-.024
Top 10%	33.2	16.1	.45	10	20	35	45	60	1,453	-4.9	.000	-.302
Effective Teaching Practices												
TCU (N = 142)	42.2	13.6	1.14	16	32	44	56	60				
Southwest Private	40.9	15.1	.34	15	32	40	56	60	2,058	1.3	.328	.085
Carnegie Class	38.8	14.4	.14	16	28	40	52	60	11,343	3.4	.005	.235
NSSE 2021 & 2022	39.4	14.5	.06	16	28	40	52	60	54,375	2.8	.021	.194
Top 50%	41.9	14.1	.11	16	32	40	56	60	17,082	.3	.818	.019
Top 10%	44.5	13.6	.26	20	36	44	56	60	2,877	-2.3	.053	-.167
Campus Environment												
Quality of Interactions												
TCU (N = 127)	44.9	11.5	1.02	22	38	48	54	60				
Southwest Private	46.2	12.8	.32	20	40	50	58	60	1,697	-1.2	.301	-.095
Carnegie Class	42.2	12.8	.13	18	34	44	52	60	9,682	2.8	.016	.216
NSSE 2021 & 2022	43.0	12.7	.06	20	36	44	52	60	46,377	1.9	.091	.150
Top 50%	45.6	12.3	.09	22	38	48	56	60	18,155	-.7	.527	-.056
Top 10%	48.0	12.5	.17	22	40	50	60	60	5,544	-3.1	.006	-.244
Supportive Environment												
TCU (N = 126)	37.4	14.8	1.32	15	25	38	50	60				
Southwest Private	31.3	16.0	.38	5	20	30	43	60	1,869	6.1	.000	.385
Carnegie Class	31.4	14.5	.14	8	20	30	40	60	10,486	6.0	.000	.414
NSSE 2021 & 2022	31.5	14.7	.07	8	20	31	40	60	50,117	5.8	.000	.398
Top 50%	34.2	14.7	.11	10	23	35	45	60	16,846	3.2	.016	.215
Top 10%	37.4	14.5	.37	13	28	38	48	60	1,673	.0	.982	-.002

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean $\pm$ 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.